

applying appropriate methods and techniques (\bar{X} =3.34), designing teaching Technologies and materials (\bar{X} =3.34), acquiring content/topic (concepts, case, notion, principle, generalisation) (\bar{X} =3.41), put the prepared plans into practice (\bar{X} =3.28), evaluation of student success based on attainment (\bar{X} =3.30), giving guidance to students (\bar{X} =3.26), taking into account of individual characteristics of students (\bar{X} =3.48), making teaching attractive (\bar{X} =3.42), classroom management (\bar{X} =3.32), and acquiring teaching identity.

The second problem of the study is to get answers for the question is there any difference of novice teachers' views on pre-service teacher education according to independent variables (gender, working district, school of graduation, field, having benefit from teaching experience, and choosing teaching job fondly). According to analysis results the views of novice teachers on pre-service teacher education doesn't show any difference by gender [$t(49)=1.058, p>.05$].

Analysis results show that novice teachers' views on pre-service teacher education did not differ significantly according to variables of school of graduation [$F(2, 278)=1.828, p>.05$], field [$F(4, 276)=1.640, p>.05$], working district [$F(3, 277)=1.108, p>.05$] and choosing teaching job fondly [$F(2, 278)=2.091, p>.05$]. Meanwhile, analysis results show that the views of novice teachers on pre-service teacher education differ significantly according to having benefit from teaching experience [$F(2, 278)=2803.367, p<.05$]. The ones' views on pre-service teacher education who having benefit from teaching experience in "high level" (\bar{X} =70.82) are much more positive and differ from the ones of "moderate level" (\bar{X} =63.24) and "low level" (\bar{X} =57.87). According to result of study, novice teachers have a thought that the training they have taken is moderately enough. In addition novice teachers also thought that the training that have taken is moderately enough in planning teaching activities. In Toker-Gökçe (2013)'s study it is also found that novice teachers have some problems in "planning"

Novice teachers have a thought that the training they have taken is moderately enough in teaching related content. Korkmaz and Saban (2004) in their study also found that there are some difficulties in teaching various courses. Novice teachers thought that the pre-service training they have taken is moderately enough in introducing the changes of curriculum by the MoNE. Öztürk and Yıldırım (2015)'s study also stated that novice teachers found it not useful in introducing MoNE's curriculums. Novice teachers have a thought that the training they have taken is moderately enough in reaching sources for professional development. Öztürk and Yıldırım (2015)'s study also found it not useful in providing sources for Professional development. Novice teachers have a thought that the training they have taken is moderately enough in having knowledge about legislations related to teaching profession. Korkmaz and Saban (2004)' study also stated that novice teachers face with some difficulties in how to conduct official issues. On the other hand, novice teachers' views that benefit from the teaching practice are much more positive. Öztürk and Yıldırım (2015)'s study also had a similar result. In line with the findings of the study, pre-service curriculums can be redesigned according to the issues teachers indicated and the roles of teacher trainers can be redefined.

Keywords: Pre-service teacher education, novice teacher, the effectiveness of teacher education.

Investigation of English Language Teaching Programme Freshman and Senior Students' Achivement Goal Orientations in respect to Some Variables

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Abstract

Achievement goal orientation was developed within the social-cognitive theory which focuses on aims or purposes perceived in achievement-setting (Middleton, Kaplan and Midgley, 2004). Achievement goal orientation can be defined as cognitive processes and activities arising from the desire to achieve the objectives (DeShon & Gillespie, 2005). Achievement goal orientation theory, on the

other hand can also help to understand how competency is gained and developed in the learning process (Akin & Çetin, 2007). Generally, related literature has shown that achievement orientations are one of the most significant determinants of students' motivation and success (Buluş, 2011). In the literature, it has also been discussed that there are two types of achievement goal orientation a) learning orientation which aims to develop ability and b) performance orientation which aims to prove ability or avoids seeming incapable (Dweck and Leggett, 1988). It is known that students who are learning oriented are interested in and focused on acquiring new knowledge or skill, even making some mistakes during process, they value self-development and a real learning (Albaili, 1998), while students who are performance oriented have a desire to receive positive reviews from others and avoid negative reviews and making a social comparison has an impact on avoiding risk taking, using of superficial learning strategies and having a negative judgment towards self (Ames, 1992; Albaili, 1998).

When achievement goal orientation theory is considered; orientations adopted by university students in teaching and learning process may affect their behaviours showed in the classroom, their attendance to the course and academic achievement (Aydın, Gürbüzöğlu Yalmanlı & Yel, 2014). In that sense, the examination of prospective teachers' achievement goal orientations are believed to be crucial.

In this study, it is aimed to identify the level of achievement goal orientations of freshman and senior students who are studying at Pamukkale University English Language department and to determine whether or not those results differ in terms of gender, grade, paternal and maternal education levels.

This study aiming to identify freshman and senior students' achievement goal orientations of English language teaching department was designed as a survey model. The population of the study was consisted of 209 students who are studying at Pamukkale University English language teaching department first and fourth grades during 2014-2015 education year. The sample was chosen based on a random sampling technique. 160 surveys were applied; but because of partly filled out surveys 135 data were analysed. 45% of the 135 participants were freshman and 55% was senior students. 73% of the participants was female and 27% was male. "2x2 Achievement Goal Orientation Scale" used in the study is a measurement tool consisted of 26 items and four factors. In the scale, learning approach orientation, learning avoidance orientation, performance approach orientation and performance avoidance orientation factors were involved (Akin, 2006). In this study, Cronbach Alpha reliability coefficient of the scale for the sub-dimensions was between .65-78 and for the whole scale, it was .75. Data were analysed with SPSS 21 package programme. In data analysis, frequency, mean, independent samples t test and one way variance analysis (Anova) were used. In this section, findings of the study were presented respectively.

Table 1

The Level of Students' Achievement Orientation

	n	\bar{x}	Ss
Learning approach	135	3.83	0.614
Learning avoidance	135	3.23	0.753
Performance approach	135	2.45	0.726
Performance avoidance	135	2.67	0.722
Total	135	3.07	0.410

When table-1 was examined, students' total achievement goal orientation was found as moderate level (\bar{x} =3.07). When the points students gotten from sub-dimensions of the scales were analysed, it was seen that from learning approach sub-dimension, students had high level (\bar{x} =3.83) and from performance approach sub-dimension they had low level (\bar{x} =2.45).

Table 2

Students' Achievement Goal Orientation in Terms of Gender

	Gender	n	\bar{x}	Ss	t	p
Total	Female	99	3.10	0.44	1.222	0.224*
	Male	36	3.00	0.32		

*p<0.05

As seen in the table-2, it was seen that achievement goal orientation of freshman and senior students studying at English language teaching department did not differ significantly in terms of gender ($t=1.222$; $p<0.05$).

Table 3

Students' Achievement Goal Orientation in Terms of Grade

	Class	n	\bar{x}	Ss	t	p
Learning approach	Freshman	61	3.61	0.625	3.858	0.000*
	Senior	74	4.00	0.549		
Learning avoidance	Freshman	61	3.28	0.762	0.648	0.518
	Senior	74	3.20	0.748		
Performance approach	Freshman	61	2.53	0.698	1.222	0.224
	Senior	74	2.38	0.746		
Performance avoidance	Freshman	61	2.90	0.682	3.541	0.001*
	Senior	74	2.48	0.702		
Total	Freshman	61	3.10	0.434	0.497	0.620
	Senior	74	3.06	0.392		

* $p<0.05$

When table-3 was examined, a statistically significant difference was determined between the points gotten from learning approach and performance avoidance sub-dimensions of freshman and senior students ($t_1=3.858$; $p<0.05$; $t_2=3.541$; $p<0.05$). It was determined that the mean point gotten from learning approach of senior students ($\bar{x}_{\text{senior}}=4.00$) was higher than freshman students ($\bar{x}_{\text{freshman}}=3.61$) and the mean point gotten from performance avoidance of freshman students ($\bar{x}_{\text{freshman}}=2.90$) was higher than senior students ($\bar{x}_{\text{senior}}=2.48$).

Table 4

Students' Achievement Goal Orientation in Terms of Maternal Education Level

Maternal education level		Sum of squares	sd	Mean of squares	F	p	Significant difference
Total	Within groups	0.206	3	0.069	0.401	0.753	-
	Between groups	22.407	131	0.171			
	Total	22.612	134				

$p<0.05$

When table-4 was examined, it was seen that achievement goal orientation of freshman and senior students studying at English language teaching department did not differ significantly in terms of maternal education level ($F=0.401$; $p>0.05$).

Table 5

Students' Achievement Goal Orientation in Terms of Paternal Education Level

Paternal education level		Sum of squares	sd	Mean of squares	F	p	Significant difference
Total	Within groups	0.858	4	0.215	1.282	0.280	-
	Between groups	21.754	130	0.167			
	Total	22.612	134				

$p<0.05$

When table-5 was examined, it was seen that achievement goal orientation of freshman and senior students studying at English language teaching department did not differ significantly in terms of paternal education level ($F=1.282$; $p>0.05$).

The achievement goal orientation level of freshman and senior students studying at English language teaching department was generally moderate. In addition to this, it was determined that students got the highest mean point from learning approach sub-dimension and the lowest mean point from performance approach sub-dimension. As a result of this, it can be said that students have a desire to master the material and subject in learning process; yet, they cannot show adequate effort by concerning normative performance knowledge. On the other hand, while senior students were more disposed than freshman students on learning approach, freshman students were more disposed than senior students on performance avoidance. The studies of Burley, Turner and Vitulli (1999) and Akin (2012) found similar results, too. The senior students' approaching learning more and avoiding performance less can be explained with the possible truth that they mature, acquire knowledge, gain experience and self-confidence during their education process. With the process experienced during four years, they feel confident themselves and so this feeling can affect their performance orientations in a positive way. It is known that when the students do not feel efficient themselves in especially showing performance, their performance orientations can be affected in a negative way (Kaplan & Maehr, 2007).

The students should participate in activities that promote their learning approach and performance approach from the beginning years of programme, the reasons of students' shyness on showing performance should be searched and adequate support and activities to expand their efficiencies should be provided.

Keywords: Achievement goal orientations, prospective teachers, English language teaching programme.

Students' Views on the Place and Importance of History of Turkish Education Course in Pedagogical Formation Certificate Programme

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Abstract

There are various faculties for people to be appointed as teacher that can get undergraduate training in our country. Various regulations have been done from time to time for the students of those faculties which form resources for teaching profession and those students are expected to have some certificates in order to meet application requirements. As of 2015, students who have graduated from or still studying in faculties except faculty of education and in programmes which included in degree programmes that form resources for teaching profession released by MoNE (Ministry of National Education) are expected to complete "Pedagogical Formation Certificate Programme" successfully. The degree programmes which form resources for teaching profession were included in the annex of 20.02.2014 date and decision number 9 of Head Council of Education and Morality and also in MoNE official journal August 2014 date and 2683 number. In line with the same decision, procedures and principles of this programme was decided by Higher Education Council to be valid from 2014-2015 academic year spring semester. In this context, students are need to take at least 8 compulsory course which one of them is teaching practice course and two elective courses within two semester. History of Turkish education course is also one of the elective courses group II.

History of Turkish education course didn't take place in programmes during 1997 process of restructuring faculties of education. However, it was seen that history of Turkish education course was given as a general culture course from 2006-2007 academic year. This course is being given as a compulsory course in Pamukkale University Faculty of Education Social Studies Teacher Education Programme, and as elective course in Turkish Language Teacher Education, Primary School Teacher Education, and Psychological Counselling and Guidance programmes. Course with its content serves the purpose of trying to help students to comprehend educational problems of Turkey and Turkish world within the historical depth and unity and leading them to the solutions by taking a lesson from past experiences (Akyüz, 2012, p.vii).

Arıkan, Ünver and Saraç-Süzer (2007) have conducted a research to determine students' views on the place and importance of history of Turkish education course in foreign language programmes. In the